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ABSTRACT

The Southwest Minnesota State College Teacher Education Program for 1971-72 is described in this handbook for students in elementary education. The curriculum is organized into competency packages (ComPacs) which are classified according to five steps, including specifying objectives; selecting, preparing, and using appropriate materials, activities, and reinforcements for the learner; determining conditions of the learner in relation to the specified objectives; organizing and managing a variety of learning environments which promote personalized instruction; and evaluating procedures to determine if mastery of the educational objectives has been achieved. Specific information regarding the organization of the program, grading practices, and ancillary courses is presented. (MJM)

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EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS
RESOURCE CENTER
ITEM NO. 635
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ELEMENTARY EDUCATION HANDBOOK FOR STUDENTS 1971-1972

The Southwest Minnesota State College Teacher Education Program is an innovative plan for the preparation of teachers. In developing this program the Education staff asked the question, "What does a teacher need to know and be able to do?" to teachers and administrators in public schools, to trainers of teachers, to State Department of Education personnel, and to researchers in education.

Schools have changed. New organizational plans such as non-graded, continuous progress schools, team teaching, modular scheduling, and individually guided education (multi-unit schools) are only a few of the designs which have helped educators find more satisfying methods of helping others. Essentially all are being implemented. Technological advances have been made video taping, programmed instruction, learning labs, and multi-media instructional materials parts of the school program. The teacher of the 70's and 80's will be affected by these changes.

Probably the key idea that emerged from this search was the concept of a competency-based teacher education program. It appeared obvious during the searching for "What does a teacher need to know and be able to do?" that if the aim of teaching is learning, then there should be evidence that teachers can bring about appropriate learning in children before they assume responsibility for it in the classroom. Teachers are helpers and guides in these senses.

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In developing a performance based teacher education program, four tasks were identified. One, the pupil outcomes that are desired (the goals of education) must be identified. Two, the condition which brings about the desired pupil outcomes (the instruction program within the schools) must be identified. Three, the competencies needed by the teachers to bring about the desired pupil outcomes (the goals of teacher education) must be identified. And finally, the conditions that bring about these competencies (the teacher education program) must be identified. In developing this program the Southwest Minnesota State College Education Division staff found that teacher education must be competency-based, field-centered, personalized, and systematically designed. These were new concepts. The idea that teacher certification be based upon tested teaching competencies rather than courses was revolutionary. The idea that these competencies must be tested within the public schools made the program field-centered and at the same time recognized the partnership between public schools and colleges for training pre-service teachers. It became obvious to the staff in planning this program that it must be personalized; as a matter-of-fact the teacher education program began to model what the individualized school program would look like. The design of teacher education was also an important concept. This design had to show purpose, be adaptive, and use the results of research. With these concepts in mind the Southwest Teacher Education Program was organized.

Preparation of teachers in a competency-based program required a systematic plan. The Division of Education has used the model shown on the next page.

In June, 1971, the Charter Class at Southwest Minnesota State College graduated with training in a competency-based teacher education program. These students were certified as public school teachers by the Minnesota State Department of Education and are currently employed in Minnesota and other states.

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The model for instructional management provided a plan for organizing the curriculum for the teacher education program, for teaching these competencies, and for the teacher to use once he is employed in the public school. (See Figure 1, page 4).

Used for organizing the curriculum for teacher education, the model helped identify what a teacher needed to be able to do. The teacher needed (1) competencies in specifying educational objectives which reflect issues and to living in our modern day democracy, (2) competencies in determining conditions of the learner in relation to the specified objectives, (3) competencies in selecting, preparing, and using appropriate materials, activities, and reinforcements for the learner, (4) competencies in organizing and managing the variety of learning environments which promote personalized instruction, and (5) competencies in evaluation procedures to determine if mastery of the educational objectives has been achieved.

Currently, the Teacher Education curriculum is organized into competency packages (ComPacs) which are classified according to the five steps of the model (i.e., those ComPacs on Specifying Objectives are classified 1.0) for a future computer-manager system. ComPacs are modeled after the UNIPAC which was developed by /I/D/E/A/ of the Kettering Foundation. The individualized competency packages contain the five steps of the model, and in reality are a prototype of the model in action. Students select ComPacs and work on them at their own speed in a diagnostic-prescriptive program.

The focus for the 1971-72 school year will be the development of measurable field tasks. These tasks will be used to determine if the pre-service elementary school teacher can demonstrate the required competencies which lead to certification as an elementary teacher. During past years

FIGURE 1

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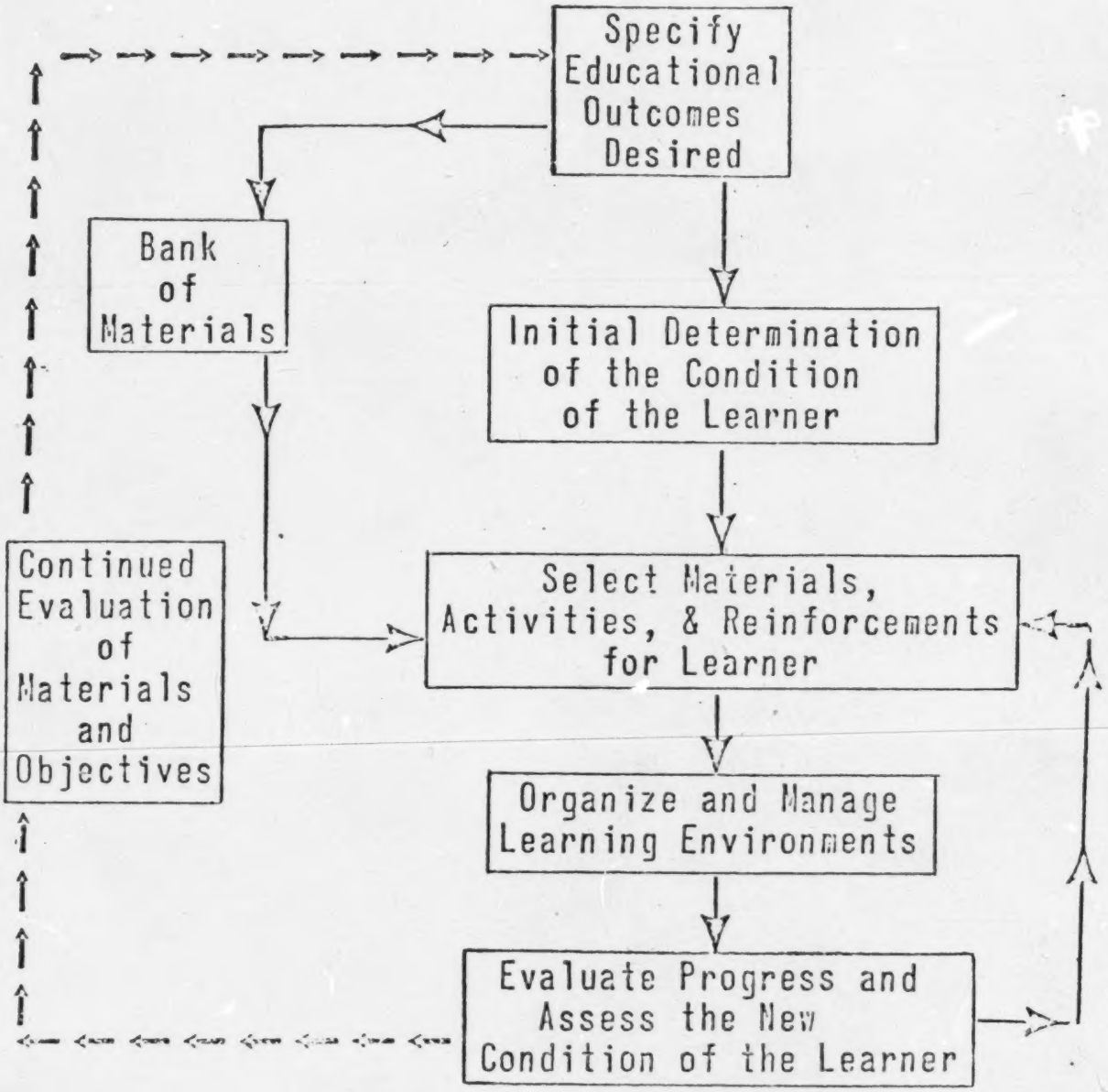
INSTRUCTIONAL MANAGEMENT


Specify Educational Outcomes Desired
Bank of Materials
Initial Determination of the Condition of the Learner
Continued Evaluation of Materials and Objectives
Select Materials, Activities, & Reinforcements for Learner
Organize and Manage Learning Environments
Evaluate Progress and Assess the New Condition of the Learner

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the number of ComPacs completed, seminars attended, or other work contracted has determined completion of the elementary program. The concept of using measurable field tasks is congruent with a competency-based teacher education program.

Here's how it might work. In language arts one of the measurable field tasks is to diagnose the reading skills of an elementary student who is having difficulty in reading, prescribe a program for him, and successfully teach him the needed skills. One can see that a student would need to do many ComPacs (testing, materials, teaching strategies, etc.) and attend many seminars before attempting this field task. ComPacs, seminars, large groups, and advisory groups are designed to facilitate students in developing the necessary skills to demonstrate competence in teaching a specific field task.

In deciding which competencies a teacher needs, the staff had to predict the kind of school we will have or should have in the future.

The ComPacs and the field tasks are designed to provide a pre-service or in-service teacher the required competencies to teach in the Individually Guided Instructional (IGE) program of a multi-unit elementary school. This school organization pattern accepts the concepts of nongrading, team teaching, mulit-age grouping, continuous progress curricula, differentiated staffing, and individualized instruction. The model is adaptable to the needs of students and those of the community where it is located. It appeared to the Southwest staff that this organization provided an appropriate model for training elementary teachers for the 70's and 80's. Southwest faculty teach in the same manner as the faculty of a multi-unit elementary school. In this way pre-service elementary teachers not only study so that they can assume a role in individually guided education, they also become a student in such a system.

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The ComPacs are written in behavioral objectives that are sequenced from knowledge to application. Almost all ComPac sequences end with the pre-service teacher applying his new knowledge with students in the public school as a part of the field experience activities.

Pre-service and in-service teachers also can use the model as a plan for curriculum organization within their own classroom. This technique of putting the model into practice is the third way in which it is used.

How the Elementary Program Works

Acceptance is based on satisfactorily meeting admission criteria. The Southwest Teacher Education Model emphasizes the teacher-scholar concept: a person who knows what to teach and how to teach it effectively. Each trainee receives a liberal arts background and the opportunity to specialize in content areas outside of education. Every pre-service teacher in a sense must make certain decisions concerning specialization within the teacher education program. Each trainee must select the age group with which he wants specifically to work: early childhood, primary, or middle school. Each trainee must also select an area of concentration in the academic areas in the other divisions of the College. For the elementary teacher this concentration can be a major in one discipline, concentrations in two or more content area, or an inter-disciplinary selection of courses which will provide skills to become an effective elementary teacher. The requirements for these concentrations are developed with various academic programs. To graduate the pre-service elementary teacher must develop at least 48 quarter hours credit in his concentrations.

One can perhaps better understand the Southwest Teacher Education Program by following a pre-service elementary teacher through this program.

A student does not enter the Teacher Education Program until his junior year. By the time he enters the program he has successfully completed two

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years of a liberal arts education. At this time the student applies for admission to the Teacher Education Program. The student will complete a series of competencies before he is ready to teach a process in a school.

Once the pre-service teacher is accepted into the Teacher Education Program, he enrolls in Elementary Block I. This is the first of five blocks (each gives 6 quarter hour credits) in which he will enroll. The flexible concept of block rather than a course permits an instructor to develop an Individually Guided Education program for each pre-service elementary teacher.

Block I is the orientation to education and to an individualized program. Research has shown that it is necessary for pre-service teachers to focus on themselves first before they can really reach out and care about others; hence it is necessary for pre-service teachers to have a series of human relations exercises and to see themselves in a school setting so they can determine what skills, knowledge, and competencies they need to be a teacher. The individually guided education program is a new experience for many students. Students need help, direction, and encouragement to work in such a program. The advisors in the Division of Education help them become independent learners.

The advisory group is one of the most effective and innovative aspects of the Teacher Education program. Once a student enrolls in Elementary Block I, he is assigned to an advisory group of 15-20 students. The instructor of this group becomes the student's advisor. The student is assigned to be in an advisory group for five elementary blocks. This organization gives the student and his advisor a chance to know each other well. It provides a peer group of other students who are studying to become elementary teachers. The advisory group begins with a number of human relations activities and becomes supportive so that stimulation, value clarification, and micro-teaching

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activities can be attempted. Core groups, or sub-groups within an advisory group, give students experiences in planning, interacting, and completing tasks similar to those that members of a teaching team experience. Core groups are assigned to visit schools as teams when possible, thus making the 30-40 mile trip to and from the Teaching Centers learning experiences.

All students enrolled in Blocks 2-3-4-5 attend a common one hour large group session once each week. This plan models multi-age grouping. Some students have completed just one block. Others have completed student teaching. They attend one hour advisory groups once each week. It is here that personalized contracts to achieve teacher competencies are developed. Final contracts which provide a plan to give students credits for a Block are written in conferences with the advisor and advisee. Students choose to do ComPacs, attend seminars, work directly in schools, micro-teach, or do independent research to achieve teaching competencies.

Block 2, 3, or 4 is a prescriptive block. In this Block the student will be given by his advisor an extensive field experience prescription. This prescription is designed both to provide students experience as teachers and to give opportunity to demonstrate field tasks. During the quarter the student and advisor plan the prescriptive block the student's schedule should be organized so that much time can be focused on education. To do this the student may take (1) fewer quarter hours (2) a block plus 2-4 hours of independent study in education, or (3) two education blocks.

A comprehensive seminar schedule is developed each week. Students have the option to attend seminars to achieve specific competencies. Seminars are led by education professors, public school personnel, other college personnel, and education students.

Each student enrolled in an education block is assigned a mail box in the education laboratory. This communication system is used to distribute messages,

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seminar schedules, and other materials. Students should pick up their mail regularly.

Five Teaching Centers have been organized so that Southwest pre-service teachers can work with public school students. These Centers are Canby, Granite Falls, Marshall, Montevideo, and Pipestone. Each center is coordinated by the teacher center coordinator who is jointly employed by the College and the Center school district. Most elementary education field experiences will be achieved in these Centers. The following field experiences are available.

Orienting Experiences

Every student during Block I will spend 3-5 half days in one or more of the Center schools to observe and get a feel for the teacher's role in a modern school. The purposes of this is to help solidify the choice of teaching as a career and to focus attention on teachers' and childrens' behavior so prospective teachers can better decide what knowledge and skills they must attain.

Prescriptive Block

In a Block subsequent to Block 1, a student upon the recommendation of his Education Advisor will be placed in a Center school for a minimum of 3 half days a week for an entire quarter. This experience should include observation, tutoring with one child or small groups of children, and planning a unit and directing it. This would include daily lesson plans, management of the total group of children, and evaluation. The request for this experience must be made during the quarter preceding the actual placement.

Student Teaching

Each student, sometime after the satisfactory completion of a minimum of 3 blocks (including the Prescriptive Block), will be assigned to a Center school for a full quarter of student teaching. Applications should be filled out during

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the spring quarter preceding the academic year the candidate wishes to student teach. A seminar accompanies the student teaching experience and together they comprise a full quarter of academic work.

Other field experiences

A student may, upon request or advisor recommendation, be placed in a Center school to complete work on a competency. The request must be made a week in advance.

Either upon student or advisor request, various field experiences can be negotiated. These might include visits to schools with exemplary programs, visits to social agencies, work with specialists, foreign travel, work in other college programs, internships, etc.

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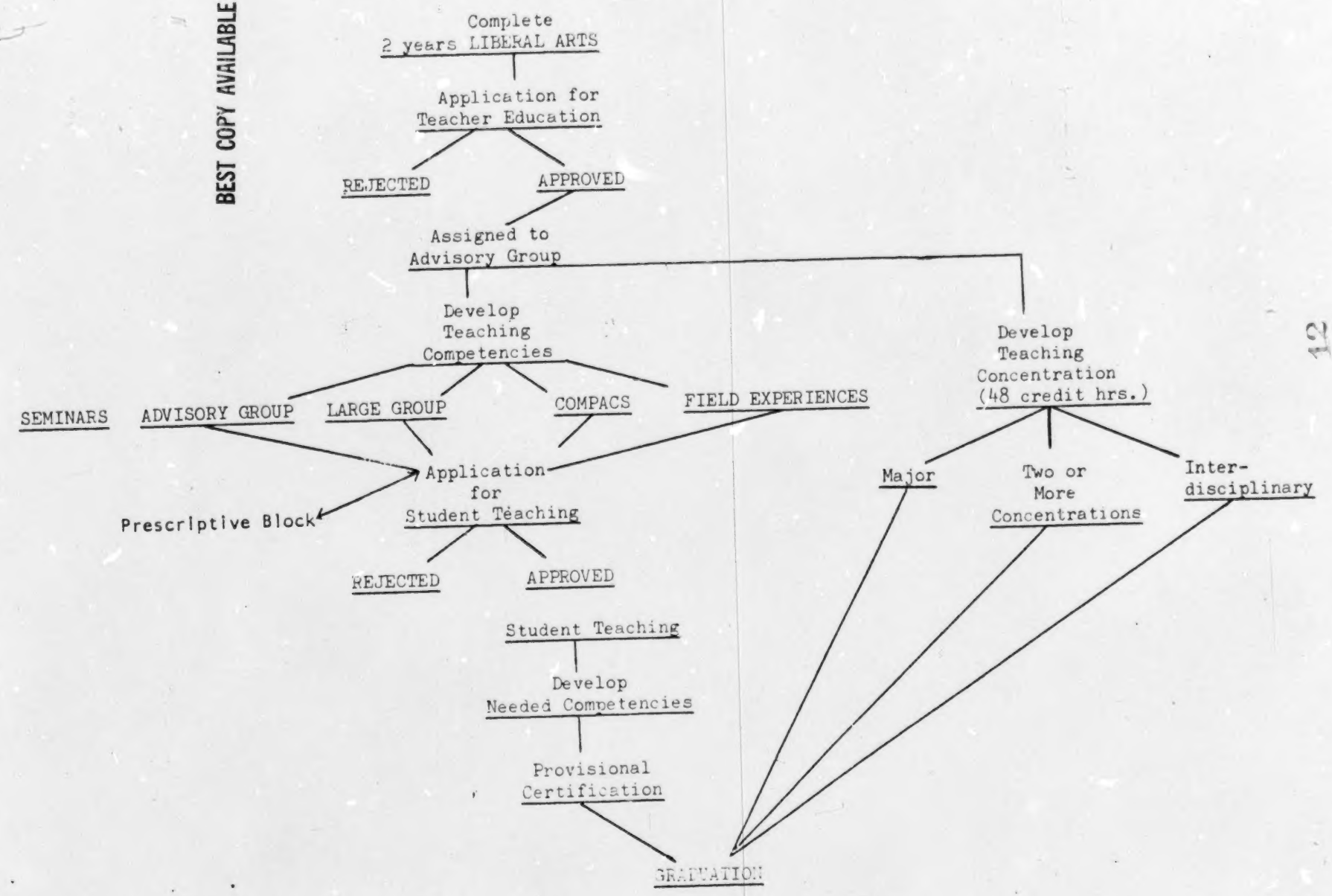
ELEMENTARY EDUCATION PROGRAM



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Much of a student's time is spent working on competency packages. The student does ComPacs in the Education Laboratory, library, his own room, and the school. Some ComPacs are required; others are student choices. Students work on ComPacs on their own time and at their own pace. Most ComPacs end with one-to-one or group evaluation sessions between a professor and the student. Professors are assigned to the Education Laboratory certain hours per week to evaluate students or will make appointments to complete this work. Personalized learning truly occurs during evaluation sessions. The task of the teacher an involved and involving process. You, as a certified teacher will be responsible for the guidance of many learners. You will come to recognize different learning styles and methods of presenting materials. Your experiences in the Southwest Minnesota State College Education Program will point the way to innovative, flexible methods of teaching and learning. You will become a new kind of teacher ready (and hopefully eager) to participate in developing the society of tomorrow.

Grading System

Grades for education blocks are on the S, U or PH pattern. To receive credit for a Block, a student and his advisor jointly develop a contract. This contract leads to 6 credits and either an S or a PH. Incomplete contracts become either an X (work in progress) or a U (unsatisfactory).

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Ancillary Courses

Although not required, the following credits are very helpful in providing background for elementary teachers:

Early Child Art	AR 304	4 credits
Middle School Art	AR 304	4 credits
Teaching Music in Primary & Elem. Grades	ED 385	4 credits
Elem. School P.E.	PE 347	2-4 credits
Creative Dramatics	TA 482	4 credits
Al., Narc., Tobacco	HE 325	3 credits (Required for certification in Minn.)

ELEMENTARY EDUCATION CONCENTRATIONS

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DIVISION OF HUMANITIES CONCENTRATIONS

American Language Skills Program	18 credits
Linguistics (or structure or history of the English Language)	6 credits
Writing and the Theory of Writing	6 credits
Speech	3 credits
Seminar in the Language Arts	3 credits

Art Program		28 credits
AR 303	Art Relationship	4 credits
AR 304	Orientation	1 credit
AR 304	Block I	4 credits
AR 304	Block II	4 credits
AR 304	Block IV	3 credits
	Subordinate	12 credits

Foreign Language Program — competency

Foreign Language does not fit the quarter hour system. Instead, it fits the competency based education program that we have prescribed to, at Southwest. The Foreign Language teachers should have:

1. The ability to understand a foreign language spoken by a native speaker at normal conversational speed on a non-technical subject.
2. The ability to speak a foreign language at near-native speed, on a non-technical subject, in a manner acceptable to a native speaker of the language.
3. The ability to read with comprehension and appreciation prose and verse of average difficulty and mature content.
4. The ability to write a simple "free composition" in the foreign language with clarity and correctness in vocabulary, idiom, and syntex.
5. First-hand knowledge (in the foreign language) of some literary masterpieces, and understanding of the principle ways in which the foreign culture resembles and differs from our own, and the understanding of an organized body of information on the foreign people and their civilization.
6. (For teaching majors only!) The ability to apply knowledge of methods and techniques to the teaching situation and to relate one's teaching of the language to other areas of the curriculum. The ability to experiment with and to evaluate new methods and techniques.

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Literature Program		16 credits
Li 250	Approaches to Literary Criticism	4 credits
Plus one other 200 level course		4 credits
One 300 level course dealing with a Literary Period or Movement		4 credits
One 400 level course dealing with an author, chosen from:		4 credits
Li 401	American Authors from Beginning to 1900	
Li 402	American Authors from 1900 to Present	
Li 403	British Authors from Beginning to 1800	
Li 404	British Authors from 1800 to Present	
Li 405	World Authors from Beginning to 1700	
Li 406	World Authors from 1700 to Present	

Also selected courses on other authors may be chosen.

Music Program		25 credits
MU 171 - 172 - 173	Basic Music Theory	9 credits
	Lessons	6 credits
ED 385	Teaching Music in Primary and Elementary Grades	3 credits
	Choral Group	1 credit
MU 381 & 382	Music History	6 credits
	(+ piano competency)	

Speech Program		15 credits
SP 101	Introduction to Oral Communication	3 credits
SP 215	Oral Intrepretation	3 credits
SP 370	General Semantics	3 credits
SP 304	Recognition of Speech Problems	3 credits
SP 310	Parliimentary Procedures	3 credits

There are other related courses that could easily substitute in the five areas of general communication, aesthetic communication, language and communication, the speech handicapped, and group communication activities.

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DIVISION OF SCIENCE AND MATH CONCENTRATIONS

Biology		16 credits
BI 111, 112	General Biology I and II	8 credits
Any two of the following:		8 credits
BI 201	Animal Diversity and Development	
BI 211	Plant Diversity and Development	
BI 221	Physiological Anatomy	
BI 411	General Entomology	
BI 461	Field Botany	

Physical Science		15 credits
PS 130	Physical Science I	5 credits
PS 131	Physical Science II	5 credits
PS 132	Physical Science III	5 credits

Co-requisite for Physical Science is MA 110, 111, 112, Mathematics for Physical Science Majors. If sufficient competence in mathematics is demonstrated this requirement will be waved.

Earth Sciences		18 credits
ES 111, 112	Physical Geology	8 credits
ES 113	Historical Geology	4 credits
ES 121	Astronomy and Space Science	3 credits
ES	Meteorology	3 credits

Math

Concentrations for elementary math majors are currently being prepared.

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DIVISION OF HEALTH AND PHYSICAL EDUCATION CONCENTRATIONS

MINOR

HEALTH EDUCATION

Required Department Courses	Course Number	Credits
First Aid & Safety	HE 110	3
or		
Prevention & Care of Athletic Injuries	PE 364	4
Alcohol, Narcotics, & Tobacco	HE 325	3
Concepts of Secondary School Health Education	HE 330	3
and/or		
Concepts of Elementary School Health Education	HE 331	3
Concepts in Safety Education	HE 340	4
Community Health	HE 350	3
Epidemiology of Communicable & Chronic Diseases	HE 400	3

Required Cognate Courses		
Physiological Anatomy	BI 221	4
or		
Org. & Ad. of Health & Physical Education	PE 445	3

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Physical Education — 18 credits

Professional Activities

Experiences in Physical Education activities designed to develop competence levels necessary for major students.

Select 5-7 Activities

Dance
  Folk
  Square
Field Games
Gymnastics (Tumbling)
Badminton — 5-7 credits
Soccer
Softball - Baseball
Tennis
Volleyball
Field Hockey

Major Courses:

PE 240	Contemporary Physical Education	3 credits
PE 341	Principles of Physical Education	4 credits
PE 347	Elementary School Physical Education	2-4 credits

Electives may be chosen from other major courses - example:

PE 343	Curriculum Development	3 credits
PE 344	Teaching of Physical Education	3 credits

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DIVISION OF SOCIAL SCIENCE CONCENTRATIONS

History — 32 credits

HI 123	American Civilization	4 credits
HI 241	European Civilization I	4 credits
HI 242	European Civilization II	4 credits

Plus 20 credits in History at least 8 of which must be in European or Non-western if most work is in American, or in American if most work is in European and Non-western.

Social Science — 24 credits

*EC 101 or 102	Introduction to Economics Thought I or II	4 credits
HI 123	American Civilization	4 credits
PS 220	American National Government	4 credits
PY 101	Introduction to Psychology	4 credits
SO 118	Social Problems	4 credits

One 300 or 400 level course in any social science course. — 4 credits

*Economics 101 is now generally a pre-requisite for Economics 102

Psychology

A concentration in Psychology is currently being considered.

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Admission to the Program

A student does not enter the teacher education program until his junior year. By the time he enters the program he has successfully completed two years of a liberal arts education. At this time the student applies for admission to the teacher education program. The criteria for admission are: (1)success in academic disciplines (completed at least 75 quarter credits with no more than 20% deficient grades), (2)demonstrated ability to utilixe American Language and communication skills satisfactorily, (3)good physical health, and (4)a recommendation by his advisor (or teacher or employer) that the candidate has coped successfully with personal and social problems and is ready to work with students in a public school.

The application is a three page document consisting of a (1) pink sheet of biographical data, (2) a yellow sheet on which the candidate given a statement on why he wants to enter education, and a (3) blue sheet that is a reference form. The application can be obtained in the Division of Education office. These forms must be returned to Mrs. Arlyss Johnson. The completed form must be accompanied by a transcript from the Registrar and

a statement from Health Service that they have a record of a physical exam within two years prior to the application, and that a Mantoux test (TB) has been administered at time of application.

Application should be made prior to the quarter to begin taking education blocks.

Insurance. For his own protection the student is required to have personal liability insurance coverage. This may be obtained by joining the Student Minnesota Education Association, the Student Minnesota Federation of Teachers, or by purchasing from a private insurance company.